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# **Paradigm Shift in Assessment: from Summative Assessment to Formative Assessment to Ensure Quality Higher Education and National Development in Nigeria**

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## **ABSTRACT**

Assessments and tests have powerful influence on the lives, ambitions, careers and academic attainment of individual student in the school system. The future of quality higher education in Nigeria depends on the quality of assessment employed since one of the prerequisites for a good educational system is a good assessment system. This study identifies two types of assessment: the kind that measures past progress in learning, (summative assessment); and the one that indicates future targets for learning, (formative assessment). Formative assessment or assessment for learning (AFL) has been touted as one of the most promising pedagogical approaches for enhancing student learning. This paper, therefore, discusses a paradigm shift in the assessment practices in Nigerian tertiary institutions to create awareness among academics in tertiary institutions on the need for 'assessment for learning'. It seeks a paradigm shift in the approach to assessments. Also, the paper attempts to establish link between assessment, learning, quality higher education and national development since lecturers in tertiary institutions seem to continue relying on paper and pencil examinations to determine students' knowledge. It concludes that if academics in tertiary institutions (comprising the instructors, technologists, and lecturers) have knowledge and skills in 'assessment for learning', and adopt it in the teaching-learning process, the quality of graduates turned -out from Nigerian tertiary institutions shall improve.

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## **Introduction**

Assessment is a term applied to a wide range of approaches used to measure educational effectiveness. Assessments and tests have a powerful influence on the lives, ambitions, careers and academic attainment of individual student in the school system. Abdulmumini, Sulyman and Jimoh (2022) see assessment as covering all methods or tools employed by educators usually teachers to evaluate, measure and document among others, the learning and progress made by students, the skill they have acquired, knowledge gained, learning difficulties, readiness and students' educational needs. In Nigerian schools, assessment is used to determine the way teachers teach, measure students' performance and effectiveness of the teaching methodologies of teachers. Borich (2011) defines educational assessment as an interactive process between students and teachers that informs teachers' and students' learning progress; without which teachers cannot make effective decisions on students' learning. It also allows individuals, communities and countries to track the quality of schools and educational systems (Braun, Kanjee, Bettinger and Kremer, 2006). Assessment is a systematic process used in determining the extent to which a teacher is able to impart on students the stipulated instructional objectives (Ifeakor, 2015). With particular reference to higher education, it is a process which indicates the magnitude to which the skills that a course of study is designed to foster in learners is attained (Abdulmumini, Sulyman and Jimoh, 2022).

Educational assessment is of two types based on the purpose. When the purpose is to summarize learning, it is referred to as summative assessment or assessment of learning (AOL) and when the purpose is to improve learning, it is referred to as formative assessment or assessment for learning (AFL) (Nworgu, 2014). Similarly, Black & Wiliam (2009) identified two types of assessment: the kind that measures past progress in learning; and the kind that indicates future targets for learning. Assessment for Learning is heavily focused on the second purpose, targeting a student's next steps in learning while assessment of learning (AOL) is heavily focused on the first purpose to summarize learning. Therefore, summative assessment or assessment of learning (AOL) is carried out to determine what students have been able to learn at the end of a given lesson, unit, programme, or period of schooling (Harlen, 2006). Feedback from this form of assessment comes at the end of a programme when it is no longer feasible or too late to use it to affect any behavioural changes (Nworgu, 2014).

On the other hand, formative assessment or assessment for learning (AFL) is a form of structured testing procedure that is executed while teaching and learning are ongoing to bring about improvements via feedback. The feedback will assist teachers to determine the effectiveness of their teaching methods, the performance of students and to also determine the area of strength and weakness of their students (Olutola, Daramola & Ogunjimi, 2016).

From the above, there is a crucial need for a paradigm shift from summative assessment or assessment of learning (AOL) to formative assessment or assessment for learning (AFL). This is because, through the practice of formative assessment or AFL, higher education in Nigeria will become qualitatively better able to understand and promote learning and increase their ability to help the students themselves become more effective, self-assessing and self-directed learners leading to national development. The central purpose of formative assessment/assessment for learning (AFL) is to empower both teachers and their students to improve the quality of learning in the classroom (Hume & Coll, 2009).

Therefore this paper clarifies each of the concepts. It identifies and provides awareness of a paradigm shift from summative assessment or (AOF) to formative assessment (AFL) needed to the attain quality higher education in Nigeria for national development. The paper also examines the challenges and proffers recommendations on how they can be met to improve the quality of assessment particularly student learning in higher education in Nigeria for national development.

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## Higher education

Higher education is often referred to as post-secondary institutions, tertiary institutions, or institutions of higher learning is the one provided by Universities; Colleges of Education; Polytechnics; Monotechnics and other correspondence institutions (Adebisi, 2014). The National Policy on Education (NPE, 2014) defined tertiary education as the education given in universities, colleges of education, polytechnics, and mono-technics after secondary education including those institutions offering correspondence courses. The Policy states that the goal of tertiary education shall be to contribute to national development through high-level manpower training". The policy statement of this national document does not merely emphasize the synergy between higher education and national development; it also recognizes higher education as a tool for actualizing and sustaining national development. This is aligns with the opening statement of NPE on early education which states that education has been adopted as an instrument per excellence for the attainment of national development (NPE, 2014).

Therefore, national development is largely hinged on the quality of the graduates of higher education institution supplied to the labour market and generation of new ideas, and techniques of production that they bring to the market. It is for this background that this paper feels that the assessment of student learning should be given adequate attention.

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## Paradigm Shift

According to Abdulmumini, Sulyman and Jimoh (2022), literarily, a paradigm shift as a concept means an attempt to make a fundamental change in approach or underlying assumptions and was credited to an American physicist and philosopher, Thomas S. Kuhn (1922-1996) who used it to mean replacing a usual way of thinking about or doing something with a new and different way. To Westcott (2018), a paradigm shift, occurs when one paradigm is replaced by another such as it occurred when Aristotle's physics gave way to that of Galileo and Newton which subsequently gave way to Einsteinium physics. In this paper, a paradigm shift from summative assessment or assessment of learning (AOF) to formative assessment or assessment for learning (AFL) does not indicate a jettisoning of the old practice summative assessment but a slight departure from it to pave the way for the new one because of its inherent benefits.

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## Summative assessment/Assessment of Learning (AOL)

Summative assessment or assessment of learning is an assessment carried out to determine what students have been able to learn at the end of a given lesson, unit, programme, or period of schooling (Harlen, 2006). According to OECD/CERI (2008), cited in Olaoye, Olaoye, and Ayandele (2021: 95), summative assessment is used to measure what students have learnt at the end of a unit, promote students and ensure they have met the required standards for certification on completion of a level or period of school. It is also used to determine candidates who have met required standards to enter certain occupations, and it is used to select students for entry into further education. Other uses of summative assessment identified include sorting and ranking students (Hoover, 2010) and awarding grades to individual learners and evaluating programmes, curricula and schools (Hoover, 2014). To Nworgu, (2014), Feedback from this form of assessment comes at the end of a programme when it is no longer feasible or too late to use it to effect any behavioural changes.

According to Amos (2014), summative assessment has its components thus:

- Taking place when achievement is to be reported which is not part of the learning process.
- Students are involved in special tasks or tests which are broad goals than the goals of particular learning activities.
- Judging students against a criteria or mark scheme that requires reliability measures provides limited opportunities for student self-assessment.

According to Stiggins (2002 cited by Olaoye, Olaoye, and Ayandele (2021) summative assessment can be used to take high stakes decisions on the performance of students which cannot be used for taking daily and weekly instructional decisions by students and teachers during the learning process.

## Formative Assessment/Assessment for Learning (AFL)

Formative assessment/ assessment for learning (AFL) have been touted as one of the most promising pedagogical approaches for enhancing student learning (Ibrahim, 2019). AFL is a process of actively engaging students in assessment processes (including self, peer and instructor-based assessment) throughout learning to improve achievement, develop metacognition and support motivated learning and positive student self-perceptions (Drummond, 2016). It is a form of structured testing procedure that is executed while teaching and learning are ongoing to bring about improvements via feedback. The feedback will assist teachers to determine the effectiveness of their teaching methods and the performance of students and also determine the area of strength and weakness of their students (Olutola, Daramola & Ogunjimi, 2016). The corrective feedback system makes formative evaluation useful for pursuing the aims of mastery learning this will also help the teachers to recognize the areas where the students need remediation (i.e. re-teaching and re-testing). In addition, it will help the students to identify their performances and to re-structure their understanding and skills for better performance in their studies (Owolabi, 2000), cited in Olutola, Daramola & Ogunjimi, (2016). Hume & Coll (2009) sees AFL, as all about informing learners of their progress to empower them to take the necessary action to improve their performance. In a classroom setting, the common examples of formative assessments are writing projects, writing assignments, tests, quizzes etc.

## Paradigm Shift AOL Assessment to AFL

According to William (2014), in many educational institutions, students are assessed after an academic year (summative assessment or AOL) although the evolving idea of a new assessment system (formative assessment) has been advocated by many scholars. Hanefar, Dochy, Segers and Sluijsmans, (1999) cited in Hanefar, Anny and Rahman, (2022) argue that one of the current priorities of higher education is to develop highly skilled students with a variety of attributes such as problem-solving, and analytical thinking, stress management capacity etc. In line with this, the Organization for Economic Cooperation and Development (OECD) recommended a shift from summative to formative assessment in 2009, citing successful assessment as one of the most significant factors in improving learning outcomes (Bjornsrud & Engh, 2012). Also, Harlen & James (1997) in their study cited in by Hanefar, Anny and Rahman (2022) argue that real learning is something that comes through human interaction or/and exchange of ideas and actions in a real-life situation. In this regard, a study by Umer and Omer (2015) found that formative assessment helps students to grow as 'independent learners'. Dochy, Segers, M. and Sluijsmans. (1999), cited in Hanefar, Anny and Rahman (2022) also argue that formative assessment is a more effective way of assessing students to prepare them for the current competitive world. In recent years, all over the world, formative assessment or AFL has become the preferred form of assessment compared to summative assessment or AOL (Ozan & Kıncal, 2018). Likewise, The World Bank directly links high-quality, formative assessment or AFL to better outcomes on standardized tests, and links better learning outcomes to increased national development (Clarke, 2012). It is a pre-determined method for assessing students' learning status that is used by teachers to tailor their instructional strategies or by students to adapt their learning strategies (Barney & McCowans, 2009).

From definitions, reviews of literature and the submission of various researchers on formative assessment or AFL, the basic feature of formative assessment is that it is a process and not a particular test and it is used by both teachers and students. Formative assessment occurs during instruction which provides assessment-based feedback to teachers and students to improve the effectiveness of the teachers and the performance of the students (Nworgu, 2014; Olutola, Daramola & Ogunjimi, 2016). Furthermore, it is used to assess what students have learned after the completion of a lesson, period, or unit (Melissa, 2019), and finally, the feedback helps teachers and students make adjustments that will improve students' achievement of intended curricula aims.

However, National Policy on Education (F.M.E, 2013), elaborately provided for continuous assessment/formative assessment as a mode of assessment in the school system which according to Olaoye, Olaoye, and Ayandele (2021) became operational in 1982. This was introduced to education assessment practices in Nigeria to transform the school assessment landscape to achieve a paradigm shift in assessment from summative assessment to formative assessment. However, after so many years of implementing this, the assessment landscape in Nigeria has remained untransformed and no shift has occurred in our assessment paradigm from summative assessment to formative assessment, considering the way all the external examinations such as WAEC, NECO, NABTEB, JAMB, etc. use summative assessment only (Nworgu, 2014).

Summative assessment or AOL can neither diagnose students' needs during learning nor provide parents or guardians with information on how to support their children or wards.

Therefore, continuous assessment/formative assessment in Nigeria is by every parameter a case of concern. In Nigerian context, according to Nworgu (2014:5), assessment has been defined as "a tool whereby the final grading of a student in cognitive, affective and psychomotor domains of behaviour takes account, in a systematic way, of all his performances during a given period of schooling; such an assessment involves the use of a great variety of modes of evaluation to guide and improve learning and performance of the student". It can be seen that continuous assessment/formative assessment as practiced in Nigeria has essential characteristics such as systematic, comprehensive, cumulative and guidance-oriented which is not obtainable in summative assessment. Hence, the need for paradigm shift in assessment from summative assessment to formative assessment was necessitated by the flaws inherent in summative assessment.

Other flaws include: basing final judgment about students' progress for promotion or certification on data from the external examination which cannot provide a valid and accurate measure of a student's progress over a year or given period of schooling e.g. in Nigeria, external examinations like WAEC, NECO, JAMB etc. do not reflect the class works, tests/quizzes and assignments given by teachers in the course of instruction (Nworgu, 2014). Hence,

the external examinations do not take into cognizance of the activities during instruction such as homework, class tests, etc. This impedes teachers' initiative in the area of instructional innovativeness.

Summative assessment or AOL approach is focused mainly on cognitive measures leaving the affective and psychomotor domains. An assessment that focuses only on one domain cannot provide an accurate comprehensive picture or profile of a student.

Based on the flaws of summative assessment identified therefore, there is an urgent need for a paradigm shift in our assessment system in Nigeria, which is shifting from summative assessment to formative assessment. Formative assessment or AFL approach to assessment overcomes the flaws inherent in summative assessment as discussed above by:

- i. Providing feedback for teachers to modify subsequent learning activities and experiences (Huhta 2010);
- ii. identifying and remediating group or individual deficiencies (Huhta, 2010);
- iii. Moving focus away from achieving grades to learning process, in order to increase self-efficacy and reduce the negative impact of extrinsic motivation (Shepard, 2005);
- iv. improving students' metacognitive awareness of how they learn (Shepard, 2005);
- v. allowing both for fine-tuning of instruction and student focus on progress (Cauley & McMillan, 2010);
- vi. providing evidence that the intended course of action was indeed appropriate (Black & William, 2009);
- vii. helping teachers and students in decision-making during educational and learning processes (Ainsworth & Viegut, 2006);
- viii. facilitating the development of self-assessment in learning (Nicol & Macfarlane-Dick, 2005);
- ix. Providing information to teaching-learning process for students and helping them to attain mastery in their subjects/courses; and providing information to teachers that can be used to shape teaching.

It's not only summative assessment (one-short examination or end-of-the-course examination) that should constitute the final grading or certification of students but both formative assessment (during ongoing instruction assessment or continuous assessment) and summative assessment (one short case assessment) should constitute the grading and certification of the students at all levels of education in Nigeria. Both assessments should have fair representation in the final grading and certification to take care of the cognitive, affective and psychomotor domains. So, there it is not again saying that there is need for a paradigm shift from summative assessment to formative assessment in Nigeria's educational assessment system for quality high education and national development.

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## National Development

Ogai (2003) cited in Ebeh (2015) sees national development as a gradual manifestation of positive changes in the economic, industrial, political, social, cultural and administrative life of a country. Therefore, it is all about quality improvement in the various sectors of our national life such as the political, ethical, socio-psychological, and economic spheres of national existence, which combine, to define and assure quality and productive existence for the citizens of a country. Similarly, Umoh (2010), cited in Abdulmumini, Sulyman and Jimoh (2022) sees national development as encompassing all-around, well-balanced progress and self-sustaining expansion and provision of individual aspects as well as sectorial facilities. It involves more than provision of social amenities. National development is all-encompassing and includes all aspects of a nation's development such as: economy, politics and governance, social institutions, physical structures, as well as national values and morality (Abdulmumini, Sulyman and Jimoh, 2022).

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## Quality Higher Education and National Development

Higher institutions of learning or tertiary institutions are charged with the responsibility of ensuring national development through production of skilled manpower. So, they are expected to be centred for generating the knowledge needed for national development (Abdulmumini, Sulyman and Jimoh, 2022). Higher education in the African continent according to Addo (2010) remains an indispensable agency for the attainment of national development. Nigerian higher education would be regarded as a qualitative one, if the graduates turn can contribute meaningfully to development of the country, and are internationally competent in labour markets ( Abdulmumini, Sulyman and Jimoh, 2022).

There is a strong connection between the quality of a nation's manpower and its level of national development. In line with the goals of higher education in Nigeria, higher educational institutions must be given the required attention. In support of this, Addo (2010) thinks that the establishment of higher education institution is essential for capacity building which is meant to prepare the recipients manpower needed for national development.

Quality higher education is a ladder to the attainment of national development. For instance, as contained in the NPE, University Education is expected to make an optimum contribution to national development. The students should be exposed to the relevant future working environment even while in school through training programmes such as: Student Industrial Work Experience Scheme, Teaching Practice, and Internship. Addo (2010) noted that manpower development catalyzes national development.

## Using Formative Assessment or AFL at Higher Education Level for Quality Education and National Development

Lau (2013) traced the antecedent of AFL, also known as formative assessment, to Dewey's philosophy of pragmatism which eventually led to the use of authentic assessment. Assessment is "authentic" when it equates to what students will be facing in everyday life or future workplace after their formal education. Dewey's work focused on the learning experience and the thinking involved in the doing. It is the unity of instruction, assessment and real-life experiences, rather than just the "doing. This unity of instruction, assessment and real-life experiences is underpinned by Dewey's view of education (Abdulummini, Sulyman and Jimoh, 2022). Rawlusyk (2018) observes that there is a continual expression of concern that the assessment methods used at higher institutions are not linked to students' learning. Therefore, the benefits of shifting from summative assessment or (AOL) to formative assessment or assessment for learning (AFL) have been exhaustively underlined in the literature (Jin-Jy & Carmel, 2017). Rawlusyk (2018) noted with pieces of evidence that though there are many articles written on assessment practices that promote learning, lecturers at tertiary institutions seem to continue relying on paper and pencil examinations to determine students' knowledge.

For example, there is final examination but other assessments before the final examination are not executed in line with the demands of the guideline provided. Osadebe (2015)'s evaluation of continuous assessment practice by university lecturers reveals a low extent of evaluation practice of these lecturers about the provisions of the National Policy on Education and the handbook on continuous assessment of the Federal Government. Often, as observed, assessments carried out by most lecturers not only fall short of being formative, but are not continuous as they are often terminal, and one shot, executed towards the end of the course or semester. Not only this, the regulation provides for the application of a combination of assessment methods, which is often ignored. This scenario portrays that assessment practices in higher education are still primarily for endpoint competition and judgment rather than for self-improvement in the process of learning.

Whereas, the goals of higher education require effective and functional learning, which formative evaluation or AFL can adequately take care of. These goals, in the view of Ifeakor (2015), are more cognitive than affective and psychomotor. She then cautioned that assessment of students' learning at higher education level must cater for the domains of cognitive, affective and psychomotor in all disciplines. To cap it, in addition to the three domains, the inclusion of life-long learning skills must not be left out. Therefore, the shift from the old AOL practice to AFL is believed to be helpful to learning among students as it is meant to assist both learners and teachers. The AFL practices serve to help students to learn more since both teachers and students use classroom assessment information to adjust their teaching strategies while students are equally able to adjust their learning strategies (Adeyemi-Adedoyin 2017). AFL directly influences students' learning by reinforcing the connections between assessment and instruction (Adeyemi-Adedoyin, 2017). To Bennett (2011), AFL reinforces student learning in three ways namely:

1. Focusing students' attention on the most important elements of the course;
2. Providing additional practice in valuable learning and thinking skills; and
3. Training students to become more self-aware, self-assessing and independent learners

So, at whatever level of education, if formative assessment is properly implemented, it can promote quality of learning among students. The effort to provide good assessment requires that assessment methods be considered along with learning outcomes during the planning stage.

Reflecting on the goals of higher education in Nigeria, the National Policy on Education (FGN, 2013a) specifies among others that the goals of higher education should:

1. Contribute to national development through high-level manpower training;
2. Provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of Nigerians;
3. Provide high-quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work;
4. Reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market.

The FRN (2013) stated that for higher education to pursue the above-stated goals successfully, it has to be through the following:

- i. Quality teaching and learning;
- ii. Generation and dissemination of knowledge, skills and competencies that contribute to national and local economic goals which enable students to succeed in a knowledge-based economy;
- iii. Provision of a more practical based curriculum relevant to the needs of the labour market.

The goals of higher education stated above can be achieved if the lecturers abide by the six key elements of AFL identified by McMillan, Hellsten, & Klinger (2010), cited in Ibrahim (2019). Teachers must incorporate each into regular practice to shape teaching and assessment. These are the:

1. Establishment of a classroom culture that encourages interaction and the use of assessment tools;

2. Establishment of learning goals, and tracking of individual student progress toward those goals;
3. Use of varied instruction methods to meet diverse student needs;
4. Use of varied approaches to assessing student understanding;
5. Feedback on student performance and adaptation of instruction to meet identified needs; and
6. Active involvement of students in the learning process.

If the lecturers comply with the above diligently, there will be no doubt that quality higher education will be achieved, which will lead to national development. Also, in AFL practice, according to Adams & Kirst (2009), there are four broad areas of practice that lecturers will use to help students to make best progress in learning. They are:

1. Ensuring that students know exactly what they are meant to be learning and how to be successful in their learning activities;
2. Providing feedback to students and identifying their successes and areas for their next improvements;
3. Using questioning strategies that involve more students and lead to deeper learning; and
4. Helping students assess themselves, so that they are less dependent on others to tell them how successful they are (Atherton, 2009).

In addition, according to Ibrahim (2019), within the AFL practice, the lecturers and students use very clear information to do three important things to help students make progress in learning which are:

- i. Establishing where students are in their learning;
- ii. Deciding what they should be aiming for next; and
- iii. Identifying a precise route to get them there.

All this buttresses the importance of AFL in achieving quality higher education leading to national development. Therefore, through the practice of AFL, higher education can become better able to understand and promote learning; and increase their ability to help the students themselves become more effective, self-assessing and self-directed learners. The AFL practice empowers both teachers and their students to improve the quality of learning in the classroom (Hume & Coll, 2009). It therefore, remains a veritable tool for actualizing the goals of higher education. When used in conjunction with the summative assessment, it is capable of doing so because, it occurs throughout the teaching-learning process.

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### **Challenges of Implementing Formative Assessment in Higher Education**

A recent study by Figa, Tarekegne & Kebede, (2020) listed several factors that may hinder the use of formative assessment. According to them, the lack of learning aids, teachers' competence and large class size are categorized as the most challenging factor while time constraints impact of summative assessment and shortage of classroom facilities are considered as medium challenging factors. In addition, factors such as teachers' negative attitudes, enhanced workload, absence of structured assessment guidelines, and students' negative attitudes are moderately challenging factors in the implementation of formative assessment in higher education.

Young and Jackman (2014) also found negative attitudes of the teachers due to lack of confidence, incompetence, fear of workload, pressure from guardians of the students or administration, time, and resource constraints as challenges to the implementation of formative assessment in higher education. The study claims that in some cases, teachers consider formative assessment as a positive measure but do not apply this in their classes because of the aforementioned reasons.

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### **Conclusion**

It can therefore be deduced from the above that the hallmark of higher education is the acquisition of knowledge, value and skills required for national development and peaceful co-existence. Therefore, all higher educational institutions must strive to live up to the expectation of turning out competent and skillful manpower needed for national development. In line with this, assessment is an integral and indispensable part of any meaningful learning. Teaching, no matter the amount of effort expended on it, will only be meaningful when learning takes place.

In other words, effective learning will bring out the acquisition of knowledge, values and skills required of functional graduates that will constitute manpower which will subsequently lead to attainment of national development. So, to realize and foster this type of learning, AFL is an imperative tool. The adoption of formative assessment or AFL strategy would help in no small way to solve the problem created by the practice of one-time assessment in the form of end-of-semester examination. In practice, formative assessment or AFL helps in diagnosing students' learning difficulties, provides feedback loop for the remedy of teaching-learning problems, and lastly, fosters learning among students.

It is, therefore, recommended that teachers at higher educational institutions should adopt the use of formative assessment or AFL, so that Nigerian higher education will fulfill its core mandate of training manpower needed for national development. The assessment of students in the school is to improve their performance and not to mar their performance or make them fail. In all levels of education in Nigeria, teachers should stop relying on AOL and put

into practice AFL, and change the way they use the feedback given to their students for better performance. To reduce the gap between higher/brilliant students' and lower/dull students in Nigerian schools, the principles of AFL must be embraced and effectively practiced by our teachers. Finally balance in the two forms of assessment is compulsory for teachers in order to achieve quality (not quantity) assessment and high students' performance in Nigerian schools.

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## Recommendations

For our education system to compete and operate in a globally competitive setting this paper provides the following recommendations.

1. Specific attention must be placed on formative assessment for assessment to improve students' performance and not to mar their performance
2. Teachers should be prompt in giving effective feedback to the student through corrections stemming from their formative assessment.
3. Student placement and admission should not be exclusively based on summative assessment. It should incorporate formative assessment.
4. External examination bodies, policy-makers and other stakeholders should agree on the role of assessment for 'supporting and enhancing learning and not just a tool for assigning grades and promoting students to other higher school levels and
5. The external examination bodies should track formative assessment records of students and devise a means of adding it to the final assessment in the form of continuous assessment which should have a fair representation in the final grading. This could even eradicate examination malpractices.
6. Teachers must create learning opportunities where students can study at their own pace.
7. In-service training should be organized for teachers on the effective implementation of AFL in Nigerian schools, and its use be mandatory for all teachers.

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